



## MIDLAND ELEMENTARY

3011 Nichols Hwy.  
Galivants Ferry, S.C.

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	516 Students	
<b>Principal</b>	Jennifer Parker	843-358-3036
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Good</b>
2010	Good	Average
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

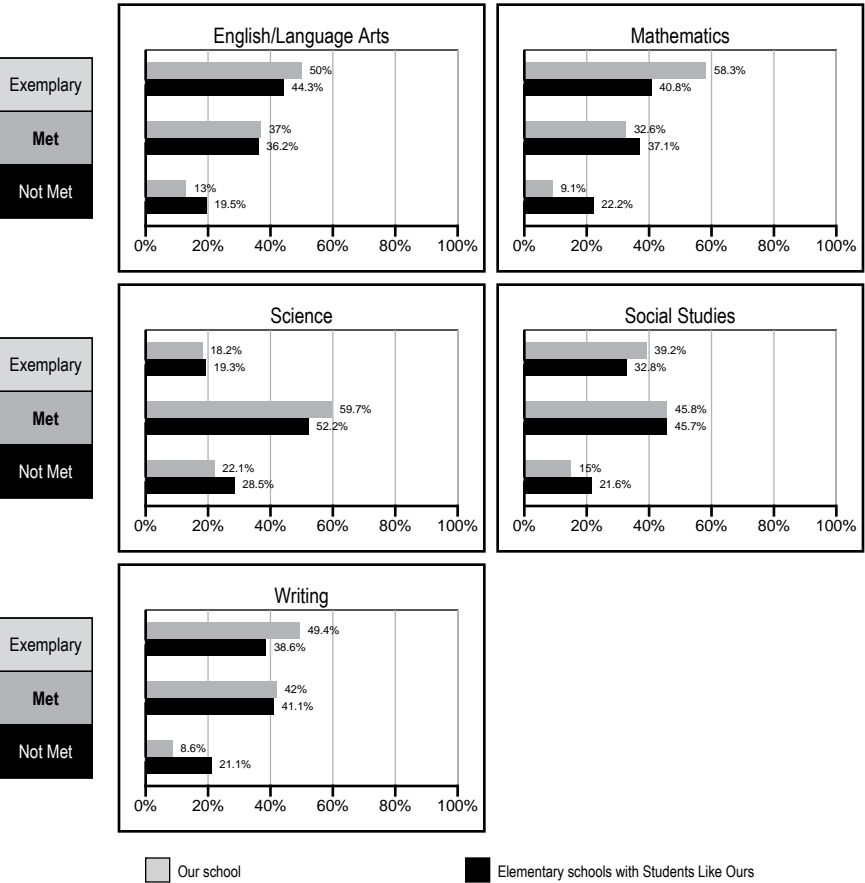
98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	41	39	0	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=516)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Up from 1.1%	1.1%	1.1%
Attendance rate	95.8%	Down from 96.0%	96.1%	96.2%
Served by gifted and talented program	18.5%	Up from 17.6%	15.9%	13.4%
With disabilities other than speech	3.8%	Down from 7.9%	4.5%	4.1%
Older than usual for grade	0.4%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	61.3%	Up from 60.0%	60.8%	62.5%
Continuing contract teachers	90.3%	Up from 90.0%	90.3%	88.2%
Teachers returning from previous year	88.3%	Down from 92.1%	88.4%	87.8%
Teacher attendance rate	94.4%	Up from 92.9%	95.2%	95.2%
Average teacher salary*	\$50,953	Down 0.8%	\$46,522	\$46,773
Professional development days/teacher	17.4 days	Up from 14.8 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 22.0 to 1	20.5 to 1	19.9 to 1
Prime instructional time	88.1%	Up from 86.3%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,277	Down 2.9%	\$6,841	\$7,447
Percent of expenditures for instruction**	64.1%	Down from 65.8%	68.4%	68.4%
Percent of expenditures for teacher salaries**	60.1%	No Change	65.8%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Midland Elementary School celebrated another successful year of learning in 2010-2011. We increased levels of academic excellence as we worked toward learning for all.

Angela Johnson, fifth grade teacher, was named our Teacher of the Year. Our students celebrated reading through our Summer Reading program and Buzzy's Reading Club. We read 35,000 books in our Midland's Million Book Project. Students participated in the District Spelling Bee, Pre-Algebra, Compass Odyssey, Imagine It!, and Student Council. Students gave back to the community with their involvement in Jump Rope for Heart, Pennies for Patients, March of Dimes, and Hats for Art. Our number one priority continues to be acceleration for each child. With data acquired through MAP and DIBELS, we are able to differentiate instruction to meet the needs of each student. Our goal is that every child leaves second grade reading independently while becoming a lifelong learner.

The Parent Teacher Organization continued to be a very integral part of another successful year. They provided resources for our staff and students including: technology needs, student celebrations and recognitions, Fine Arts Day, Field Day, and Teacher Appreciation. Staff development included the integration of technology, math game kits, interventions in literacy, and phonics based instruction.

We continue to be very proud of our school and community. Thanks for your continued support in allowing us to serve your children.

Jennifer Parker, Principal  
Diane Richardson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	84	55
Percent satisfied with learning environment	93.1%	94.0%	88.9%
Percent satisfied with social and physical environment	96.6%	89.0%	88.7%
Percent satisfied with school-home relations	96.6%	94.0%	86.8%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	239	100	13	37	50	93.9	85.5	82.4	Yes	Yes
<b>Gender</b>										
Male	118	100	14.9	43	42.1	94.7	82.5	78.7	N/A	N/A
Female	121	100	11.2	31	57.8	93.1	88.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	216	100	12.9	34.4	52.6	94.3	90.1	88.9	Yes	Yes
African American	17	100	13.3	66.7	20	93.3	73.6	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	46.2	42.3	11.5	73.1	55.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	147	100	20.9	41	38.1	89.9	80.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	239	100	9.1	32.6	58.3	93	86	81.9	Yes	Yes
<b>Gender</b>										
Male	118	100	8.8	33.3	57.9	93.9	84.1	79.9	N/A	N/A
Female	121	100	9.5	31.9	58.6	92.2	88.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	216	100	7.2	33	59.8	94.7	90.8	88.9	Yes	Yes
African American	17	100	26.7	20	53.3	73.3	73.1	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.9	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	46.2	34.6	19.2	57.7	55.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	82.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	147	100	12.2	38.8	48.9	89.9	81.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	160	100	22.1	59.7	18.2	77.9	74.8	68.6
<b>Gender</b>								
Male	86	100	19.5	54.9	25.6	80.5	74.4	68.3
Female	74	100	25	65.3	9.7	75	75.2	68.9
<b>Racial/Ethnic Group</b>								
White	145	100	20	61.4	18.6	80	83	80.7
African American	12	100	27.3	54.5	18.2	72.7	53.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	70.8
<b>Disability Status</b>								
Disabled	19	100	61.1	33.3	5.6	38.9	41.7	35.7
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	99	100	29	59.1	11.8	71	66.8	57.3

**Social Studies**

All Students	159	100	15	45.8	39.2	85	77.8	72.5
<b>Gender</b>								
Male	77	100	12	45.3	42.7	88	77.5	72
Female	82	100	17.9	46.2	35.9	82.1	78.1	73.1
<b>Racial/Ethnic Group</b>								
White	145	100	14.3	46.4	39.3	85.7	83.7	81
African American	10	I/S	I/S	I/S	I/S	I/S	61.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	73.5
<b>Disability Status</b>								
Disabled	19	100	38.9	50	11.1	61.1	46	40.5
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	97	100	23.9	50	26.1	76.1	71	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	83	100	8.6	42	49.4	91.4	76.6	73.2	95.8	95.8
Gender										
Male	36	100	11.1	52.8	36.1	88.9	71.3	67.2	96	95.8
Female	47	100	6.7	33.3	60	93.3	82.2	79.4	95.6	95.8
Racial/Ethnic Group										
White	72	100	8.5	40.8	50.7	91.5	82.2	81.5	95.7	95.5
African American	9	I/S	I/S	I/S	I/S	I/S	61	61.3	96	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	N/A	96.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.7	66.7	97.2	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	N/A	94.4
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	32.7	26	95.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	97	97.8
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.4	65.7	98.1	96.6
Socio-Economic Status										
Subsidized meals	54	100	11.3	45.3	43.4	88.7	69.2	63.2	95.4	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	79	100	13	23.4	63.6	87
	4	82	100	21.1	36.8	42.1	78.9
	5	73	98.6	30.4	30.4	39.1	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	75	100	5.5	28.8	65.8	94.5
	4	80	100	18.2	37.7	44.2	81.8
	5	84	100	15	43.8	41.3	85
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	79	100	20.8	29.9	49.4	79.2
	4	82	100	5.3	47.4	47.4	94.7
	5	73	98.6	20.3	24.6	55.1	79.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	75	100	11	27.4	61.6	89
	4	80	100	10.4	35.1	54.5	89.6
	5	84	100	6.3	35	58.8	93.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	38	100	39.5	31.6	28.9	60.5
	4	82	100	19.7	71.1	9.2	80.3
	5	35	100	42.4	39.4	18.2	57.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	17.1	60	22.9	82.9
	4	80	100	20.8	63.6	15.6	79.2
	5	44	100	28.6	52.4	19	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	41	100	15.4	46.2	38.5	84.6
	4	82	100	14.5	55.3	30.3	85.5
	5	37	100	33.3	41.7	25	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	39	100	10.5	36.8	52.6	89.5
	4	80	100	13	51.9	35.1	87
	5	40	100	23.7	42.1	34.2	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	79	98.7	10.5	23.7	65.8	89.5
	4	81	100	7.9	27.6	64.5	92.1
	5	73	100	21.4	27.1	51.4	78.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	83	100	8.6	42	49.4	91.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data